

**ROANOKE COLLEGE
PRE-REGISTRATION HANDBOOK
2009-2010**

Handbook Policy

This handbook describes academic policies and programs of Roanoke College in effect at time of publication. It is not, however, to be understood as an irrevocable contract between the student and the college. The educational process requires continual review, and the college reserves the right to make appropriate changes in its courses, programs, grading system, standards of progress and retention, honors, awards, and fees. Should the faculty determine that a modification in course work for the major is necessary in order for students to complete a current course of study in a major, the department reserves the right to modify degree requirements for students who have not yet formally declared the major.

T A B L E O F C O N T E N T S

Pre-registration Instructions.....	front page
PART I: Suggested First-Term Courses Based Upon Intended Major.....	.6
PART II: Topic selections for INQ 110.....	9
PART III: Topic Sections for INQ 240.....	13
PART IV: Topic selections for INQ 250.....	14
PART V: Topic Selections for INQ 260.....	15
PART VI: Competency, Advanced Placement, International Baccalaureate, and Credit.....	16
Transfer Credit.....	18
PART VII: The Intellectual Inquiry Curriculum.....	18
Intellectual Inquiry Requirement Chart.....	21
Pre-Registration Course Selection Sheet.....	22

Part I: Suggested First-Term Courses Based Upon Intended Major

The following are **SUGGESTED** first-term course schedules, and are provided simply to give you some idea of your options. Your summer academic advisor may offer alternative selections based upon your abilities or secondary areas of interest. Actual selection of classes will be handled based upon received competencies, transfer credit, and course availability. Flexible decision making is the key to a successful college career.

When choosing classes, students may wish to keep in mind the guidelines for election to the campus chapter of Phi Beta Kappa, the oldest and most prestigious academic honor society in the United States. Student members are elected at the discretion of campus Phi Beta Kappa key holders on the basis of a high GPA in liberal arts courses, breadth and depth of studies in the liberal arts, and good character. Students with very high GPAs become eligible at the end of their fifth semester; the majority of members are inducted in their senior year. There is no set formula for election; however, the national society requires students to have the equivalent of at least two years of algebra and two years of college-level foreign language instruction (through the intermediate level).

Honors Program:

1. HNRS 101 (Plenary Enrichment Program)
2. HNRS 105 (The Freshman Experience)
3. Course in intended major
4. Foreign Language, Social Science, Math, or Lab Science as required by Major or any INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or 260 (Social Scientific Reasoning) course
5. Elective course

Undecided:

1. INQ 110 (First-Year Seminar)
2. Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
3. Introductory course in a possible major
4. Introductory course in a second possible major

Art:

1. INQ 110 (First-Year Seminar)
2. ART 111 (Drawing I), ART 121 (Painting I), ART 131 (Photography I), ART 151 (Two-

- Dimensional Design), or ART 171 (Ceramics I)
3. Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
4. ARTH 146 (Survey of Art History I: Prehistoric-Medieval), INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or Elective

Art History

1. ARTH 146 (Survey of Art History I: Prehistoric-Medieval)
2. INQ 110 (First-Year Seminar)
3. Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
4. Elective course

Athletic Training:

1. INQ 110 (First-Year Seminar)
2. INQ 240 (Statistical Reasoning)
3. BIOL 101 (Life on Planet Earth)
4. Foreign Language

note: The Athletic Training major requires a minimum 2.5 major-area and cumulative GPA.

Biochemistry:

1. CHEM 111 (General Chemistry I)
2. MATH 121 (Introductory Calculus I)
3. INQ 110 (First-Year Seminar)
4. BIOL 120 (Principles of Biology)

note: Students who need to complete a foreign language can delay MATH 121 until sophomore year.

Biology (Bachelor of Arts):

1. INQ 110 (First-Year Seminar)
2. BIOL 120 (Principles of Biology)
3. CHEM 111 (General Chemistry I)
4. Foreign Language, INQ 240 (Statistical Reasoning), MATH 121 (Calculus I), or INQ 260 (Social Scientific Reasoning)

Biology (Bachelor of Science):

1. INQ 110 (First-Year Seminar)
2. BIOL 120 (Principles of Biology)
3. CHEM 111 (General Chemistry I)
4. Foreign Language, INQ 240 (Statistical Reasoning), MATH 121 (Calculus I), or INQ 260 (Social Scientific Reasoning)

Business Administration:

1. INQ 110 (First-Year Seminar)
2. BUAD 215 (Accounting I)

3. MATH 111 (Mathematical Models for Management Sciences) or higher, or INQ 240 (Statistical Reasoning)
4. Foreign Language, ECON 121 or 122, or Elective course

Chemistry (Bachelor of Arts OR Science):

1. INQ 110 (First-Year Seminar)
2. CHEM 111 (General Chemistry I)
3. MATH 121 (Calculus I)
4. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course

Computer Science:

1. INQ 110 (First-Year Seminar)
2. CPSC 120 (Fundamentals of Computer Science I)
3. MATH 121 (Calculus I) or higher
4. Foreign Language, INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or Elective course

Criminal Justice:

1. INQ 110 (First-Year Seminar)
2. POLI 101 (American National Government)
3. Foreign Language or Elective course
4. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I: Chemistry and Crime), or Elective course

Economics:

1. INQ 110 (First-Year Seminar)
2. ECON 121 (Principles, Micro) or ECON 122 (Principles, Macro)
3. MATH 111 (Math Modeling for Management Science) or higher (MATH 121-Calculus I is recommended), or INQ 240 (Statistical Reasoning)
4. Foreign Language or Elective course

Education:

1. INQ 110 (First-Year Seminar)
2. Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
3. EDUC 210 (Principles)
4. Introductory course in a possible major

While not a major at Roanoke College, Education is a program that enables student to obtain licensure to teach. Students who are interested in obtaining licensure should complete EDUC 210 (Principles), PSYC 101 (Introduction), EDUC 211 (Children's and Adolescent Literature), EDUC 221 (The Exceptional

Student), and EDUC 342 (Instructional Technology) during the freshman year. These students should also consult with their Education instructor or the Education Department in the Bast Center (2nd floor).

Engineering Program:

1. INQ 110 (First-Year Seminar)
2. MATH 121 (Calculus I) or higher
3. CPSC 120 (Fundamentals of Computer Science I) or INQ 260 (Social Scientific Reasoning)
4. Foreign Language or CHEM 111 (General I)
note: Those interested in a Bachelor's degree in Physics must take PHYS 201 (General Physics I) in the spring of the freshman year.

English:

1. INQ 110 (First-Year Seminar)
2. Foreign Language, INQ 250 (Scientific Reasoning I), or Elective course
3. INQ 240 (Statistical Reasoning) or INQ 260 (Social Scientific Reasoning) course
4. INQ 260 (Social Scientific Reasoning) or Elective course

Environmental Studies Program (BA, Environmental Policy):

1. INQ 110 (First-Year Seminar)
2. POLI 101 (American National Government)
3. SOCI 101 (Introduction)
4. BIOL 120 (Principles of Biology) or CHEM 111 (General Chemistry I)

Environmental Studies Program (BS, Environmental Science):

1. INQ 110 (First-Year Seminar)
2. BIOL 120 (Principles of Biology)
3. CHEM 111 (General Chemistry I) or Foreign Language
4. POLI 101 (American National Government)

French:

1. INQ 110 (First-Year Seminar)
2. FREN 201 (Intermediate I) or FREN 380 (Special Studies: Translation)
3. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
4. INQ 260 (Social Scientific Reasoning) or Elective course

Health and Human Performance:

1. INQ 110 (First-Year Seminar)
2. Foreign Language, INQ 240 (Statistical Reasoning), or INQ 260 (Social Scientific Reasoning) course
3. BIOL 101 (Life on Planet Earth), INQ 260 (Social Scientific Reasoning), or Elective course
4. INQ 260 (Social Scientific Reasoning) or Elective course

History:

1. INQ 110 (First-Year Seminar)
2. Any 100-level or 200-level History course
3. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course
4. INQ 240 (Statistical Reasoning), INQ 260 (Social Scientific Reasoning), or Elective course

International Relations:

1. INQ 110 (First-Year Seminar)
2. POLI 101 (American National Government), or SOCI 102 (Anthropology), or GEOG 110 (World Geography)
3. Foreign Language
4. INQ 240 (Statistical Reasoning), History 150, or Elective course

Mathematics:

1. INQ 110 (First-Year Seminar)
2. MATH 121 (Calculus I) or higher
3. CPSC 120 (Introduction to Computer Science I) or INQ 250 (Scientific Reasoning I)
4. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course

Medical Technology:

1. INQ 110 (First-Year Seminar)
2. BIOL 120 (Principles of Biology)
3. CHEM 111 (General Chemistry I)
4. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course

Music:

1. INQ 110 (First-Year Seminar)
2. MUSC 150 (Fundamentals of Music)
3. Music: Applied (.25 units)
4. Music: Ensemble (.25 units)
5. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course
6. INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or Elective course

Philosophy:

1. INQ 110 (First-Year Seminar)
2. Any 100- or 200-Level Philosophy course
3. Foreign Language, INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
4. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or Elective course

Physics (Bachelor of Arts AND Science):

1. INQ 110 (First-Year Seminar)
2. MATH 121 (Calculus I) or higher
3. CPSC 120 (Introduction to Computer Science I) or INQ 260 (Social Scientific Reasoning)
4. Foreign Language or Elective course
note: PHYS 201 (General Physics I) should be taken in the spring of the freshman year.

Political Science:

1. INQ 110 (First-Year Seminar)
2. POLI 101 (American National Government)
3. INQ 240 (Statistical Reasoning)
4. Foreign Language or Elective course

Pre-med/pre-vet/pre-dent/pre-pharmacy:

If you have an intended major, follow the suggestions for that major. If not, these courses will get you on track for most health professions careers.

1. INQ 110 (First-Year Seminar)
2. BIOL 120 (Principles of Biology)
3. CHEM 111 (General Chemistry I)
4. Foreign language, INQ 240 (Statistical Reasoning), SOCI 101, or Elective course

Psychology (Bachelor of Arts):

1. INQ 110 (First-Year Seminar)
2. PSYC 101 (Introduction)
3. INQ 240 (Statistical Reasoning) or INQ 250 (Scientific Reasoning I) course
4. Foreign Language or Elective course

Psychology (Bachelor of Science):

1. INQ 110 (First-Year Seminar)
2. PSYC 101 (Introduction)
3. INQ 240 (Statistical Reasoning) or MATH 111 (Math Modeling for Management Sciences) or MATH 121 (Calculus I)
4. Foreign Language or Laboratory Science (BIOL 120, CHEM 111, or PHYS 103)

Religion:

1. INQ 110 (First-Year Seminar)
2. Any 100- or 200-Level Religion course
3. Foreign Language, INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
4. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or Elective course

Sociology:

1. INQ 110 (First-Year Seminar)
2. SOCI 101 (Introduction)
3. Foreign Language or Elective course
4. INQ 240 (Statistical Reasoning)

Spanish:

1. INQ 110 (First-Year Seminar)
2. SPAN 201 (Intermediate I) or SPAN 303 (Composition)
3. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
4. INQ 260 (Social Scientific Reasoning) or Elective course

Theatre:

1. INQ 110 (First-Year Seminar)
2. TART 125 (Stagecraft) or TART 211 (Acting I)
3. Foreign Language, INQ 260 (Social Scientific Reasoning), or Elective course
4. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or Elective course

Theology:

1. INQ 110 (First-Year Seminar)
2. Any 100- or 200-Level Religion course
3. Foreign Language, INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
4. INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or Elective course

Part II: Topic Selections for INQ 110

INQ 110 A: Classical Athens and Us

What's so interesting about the Greeks? What was "the high classical moment" in Athens? Why are so many of our buildings (and ideas) shaped according to the

influence of ancient Greece? And, most centrally, how do we appraise our legacy from Classical Greece? As we read, think, and write critically, our goals will be: (1) to learn as much as we can about the Athenians and their way of life, for its own sake, as a topic rich with interest, and (2) to appraise the mixed legacy of Classical Greece. Topics of special interest will include democratic politics, the roles of men and women, slavery, ideas of sexuality, the Athenian legal system, myth and religion, the theatre, issues of war and peace, and concepts of heroism, of happiness, and of knowledge.

- Professor Robert Schultz

INQ 110 AA: Cicero, Augustine, and the Formation of the Western Mind

In this course we read, discuss, and work together on the critical interpretation in writing of classical texts from religion (Augustine) and philosophy (Cicero) that significantly shaped the Western (i.e., Latin) cultural tradition at its beginning. In the process we reflect on how contemporary thinkers (beginning with ourselves!) appropriate, develop, or extend these classical stances in modern projects of learning, inquiry, practice, and/or devotion. We inquire into the formation of the Western mind and its bearing in and on our emerging global civilization.

- Professor Paul Hinlicky

INQ 110 B: Retold: Stories from the World and Their Embodiments

In this course we will study variations on classic stories from around the world in multiple genres: oral traditions, fiction, film, poetry, and art. We will analyze the structure of individual narratives and, using collaborative research and presentation, we will ask how each of these retellings manifests historical and cultural contexts. How do these stories shift form and logic as they move across the world and across genres? Finally, we will construct our own variation of one of the great stories, being able to articulate how our embodiment of the story engages the history and cultural context of the narrative.

- Professor Melanie Almeder

INQ 110 BB: Bodies, Corpses, and Death Rituals in the World's Religions

This course explores basic theories of bodies and corpses in a few of the major religious communities of the world as well as surveying rituals associated with

death and dying. We will limit ourselves generally to reading introductory essays about Hindu, Buddhist, and Taoist/Confucian theories and practices from Asia as well as essays about Jewish, Christian, and Islamic theories and practices from the Abrahamic traditions, though we will also read limited selections of primary texts from Asia and from the Abrahamic traditions. In addition to text-critical work, the student will have the opportunity to do “fieldwork” in places such as churches, temples, graveyards, a morgue, or other similar sites.

- Professor Eric Rothgery

INQ 110 C: Ghosts and Human Perception

What do our beliefs about ghosts tell us about our perceptions of truth? What are the distinctions between beliefs and knowledge? This interdisciplinary examination of ghost lore and research into haunting experiences will range from religious notions of the afterlife to psychological studies of such phenomena as schizotypal hallucinations to scientific knowledge of how environmental factors such as infrasound and electromagnetism affect our perceptions of the world around us. The class even gives a brief nod to quantum physics. The students will not be sitting around scaring themselves silly with campfire ghost stories but examining how their beliefs about ghosts provide clues to their most basic assumptions about what it means to be human.

- Professor Thomas Carter

INQ 110 CC & NN: First Contact: Native Americans and Europeans

For millennia before Europeans arrived, Native American culture flourished. This course examines how Native culture changed under the impact of European civilization, a process that lasted for several centuries and whose effects are still visible today. To fully appreciate this complex dynamic, it is necessary to explore the rich diversity of traditions that existed before first contact. We will then seek to understand how native societies adapted to Europeans and also study specific religious movements that arose in response. Our course will answer three related questions: Who were Native Americans before Columbus? How were they affected by this momentous meeting? And what is the legacy of this impact today?

- Professor Marwood Larson-Harris

INQ 110 D: People Who Have Made a Difference

How do people create their positive impact on others? We will explore writings by individuals who have made an important, positive impact in recent history. We will ask questions about their motivations, concerns, methods of working, and why they had such a positive impact. We will look at their original context and the conversations in writing that they prompted. In the process, we will think about narrative and argument, autobiography and biography, and the creative ways that people use their energies and change the world. All of this is part of what it means to become an educated person—adept at reading, writing, speaking, and thinking critically about various kinds of texts.

- Professor Michael Heller

INQ 110 DD: Are Virtual Realities for Real?

Most futuristic, and sometimes even present-day, fictional scenarios involve computational device(s) with abilities far beyond what we actually see today. Often, these devices are artificially intelligent beings that can pass off as humans. In this course, we will encounter several such scenarios in our readings. Are such scenarios simply fantasy, or do they have the potential of becoming reality in the future? Is it possible to create an artificially intelligent being that is indistinguishable from a human being? We will learn as much as we can about computation to try and answer these questions.

- Professor Anil Shende

INQ 110 F & G: Poetry – What is it Good For?

Poetry: What *is* it good for? What purpose can “language as art” possibly serve in our world? Should we sing a dirge and be done with it? And if so, does that death even matter? Or, if yet alive, is it—as has been suggested by Canadian poet Louise Dupré—“like natural medicine” in that “it only helps those whose existence is not endangered”? Or is it possible that poetry still contains for us some essential understandings—that it remains, to steal a line from Wallace Stevens, “the necessary angel of the earth”? To find out, we will look at what poetry does—on the page and in the ear, for the writer and for the reader, in the world and in our own lives. The theme is poetry, and we’ll spend our time reading, analyzing, and responding to it.

- Professor Mary Crockett Hill

INQ 110 FF: Cryptography: Secrets and Security

Every day vast amounts of private information such as bank account numbers, credit card numbers, medical records, company financial reports, and confidential emails are sent over networks from one computer to another and stored in vast databases. How secure are these transactions and databases? Cryptography, often called the science of secret writing, has been used for thousands of years to keep communications and information secure and is one of the primary technologies in use today. This course will examine the history, mathematics, and modern day applications of cryptography. We will address the role of cryptography, its limitations, and some of the political, social, and ethical considerations that come into play as we strive to ensure security and privacy in our electronic age.

- Professor Jane Ingram

INQ 110 GG & II: Vikings and Farmers

How true is the stereotypical image of the marauding, blood-thirsty Viking? To what degree was life in medieval Scandinavia determined by trade and farming rather than raiding? This course examines Eddic poetry, Skaldic poetry, the Icelandic sagas, Scandinavian law texts, and Hollywood depictions of Vikings in order to separate fact from fiction by applying critical thinking to ancient and modern sources. In addition to analyzing the power and social structures of medieval Scandinavia, students will dissect the uses to which the modern age puts the image of Vikings.

- Professor James Ogier

INQ 110 I: Everything's an Argument

Why is it important to recognize that everything is an argument? In this course we will answer that question by studying specific types of arguments in detail, considering complex argumentation, and questioning factual assertions made by journalists, scientists, and politicians, among others. As we explore and examine formats ranging from essays to billboards, students will be given a firm grounding in the central concepts of rhetoric. This course will also help students further develop their skills in critical thinking, writing, reading, speaking, and researching as well as prepare them for academic and personal success by awakening their intellectual curiosity. Our classroom will serve as a place to think rhetorically and with self-awareness about the beliefs and opinions that inform their actions in the Roanoke College community and beyond.

- Professor Dana-Linn Whiteside

INQ 110 J & K: Sinking and Swimming: Issues of Success in Higher Education

For many students college represents the best four years of their lives. For others the story is rather different. On a national level, in 2005 only 54% of the students who had entered college in 1999 earned a bachelor's degree. What difficulties must students overcome on their way to graduation? What factors can help determine the difference between sinking and swimming in the higher learning setting? Through reading and discussing scholarly and popular literature—both non-fiction and a work of fiction—viewing a set of documentaries, exploring through writing the academic and social issues, and putting into practice through a service project some of the strategies that have been linked to student success, we will investigate the college experience. By semester's end we should have developed a broader view about what the higher learning experience entails and a clearer definition of how students can succeed in this setting.

- Professor Jennifer Rosti

INQ 110 JJ: The Black Death

The cataclysmic plague of 1348-50 was a defining event for the late Middle Ages. The questions of how medieval men and women dealt with the high death tolls, the disruptions to trade and commerce, population dislocations, and the challenges to their faith are still pertinent today, particularly in the light of twenty-first century concerns with the spread of infectious diseases (e.g., AIDS, SARS, Avian Influenza). Using a variety of primary source materials (e.g., archaeological evidence, chronicles, poetry, medical reports, woodcuts), students will examine the following issues: geographical origins of the plague, symptoms and transmission, medical responses, socioeconomic impact, as well as religious, cultural, and artistic responses. With a strong emphasis upon document analysis, this course will introduce students to rigorous inquiry in the liberal arts while developing critical thinking and academic writing skills.

- Professor Whitney Leeson

INQ 110 KK & LL: Cultural Perspective: Finding Ourselves in Folktales

Who are the "folk" in folktales? How are these "folk" constructed by their cultures? Can we, as modern people, relate to any of the issues facing these "folks" from long ago? How has culture constructed us? How has it impacted the decisions we make in our daily lives? As we read folktales from a variety of cultures and critical materials that help students engage the primary texts, we

will use class discussion, writing assignments, and research projects to meet our course goals: 1) to use the knowledge of cultural perspective gained through analysis of select folktales to evaluate how our own lives are impacted by culture; 2) to assess how our cultural perspectives may impact our daily decision-making.

- Professor Lisa Stoneman

INQ 110 L, M, & N: A Study of American Film

Have you ever wondered what makes a film a classic? Who decides what is the “best movie of all time”? How is that decision made? By examining American Film from literary, technical, and commercial perspectives, we will attempt to answer these questions. By viewing the American Film Institute’s top ten films of all time, we will examine film as literary texts and visual art. You will learn to analyze the formal aspects of films—including scenes, shot selection, and dialogue—and will be introduced to genre and theoretical approaches to film study. You will learn to discuss films from a thoughtful and informed perspective, and write critically and analytically about how they work and what they accomplish as films.

- Professor Jeanne Fishwick (L & M)

- Professor Cynthia Atkins (N)

INQ 110 MM: The Media and the Supernatural

Harry Potter, *Eclipse*, *The Da Vinci Code*, *Buffy the Vampire Slayer*, *The Blair Witch Project*, *Medium*, and the *Left Behind* series are only recent illustrations of Americans’ longstanding fascination with the supernatural and the paranormal. Our course will examine this fascination within the broader context of the Information Age, with particular focus on New Media. We will also read and write about implications for current religious and spiritual practices, and for tendencies toward secularization (i.e., the weakening of the influence of religious institutions). Key questions: Why do many Americans (especially the young) claim to reject religion at the same time that they readily embrace spirituality? What do media representations of the supernatural reveal about the broader society, as well as about prevailing religious forces? Many of our inquiries will be assisted by techniques and terminology drawn from semiotics, a formal (but easily accessible) method for studying signs, symbols, codes, etc.

- Professor M. Gil Dunn

INQ 110 O: The World of Tomorrow

The course examines the presentation of societal concerns, debates, and aspirations in the literary genres of science fiction and fantasy. A social scientific lens is employed to critically analyze the characterization of the ideal society in literature. While exploring dystopian descriptions in fiction, the course examines potential remedies or solutions to contemporary social problems. A purposeful exploration of both literary and scholarly works will allow students the opportunity to reflect on their own assumptions about human nature and think about the direction of society.

- Professor Daniel Sarabia

INQ 110 P: Marriage and Family in the 21st Century

This course examines some of the challenges facing individuals and American society as we seek to maintain and support marriages and families in the 21st century. Course topics covered help students answer the following questions: How will marriages and families be structured in the future? What will it be like to have a marriage, children, and a career? What are the benefits being married, having a family, or remaining single? What social policies and laws are needed to support individuals and families as they face the challenges of the future? To address these questions, we review social trends associated with cohabitation, inter-racial marriage, gay and lesbian partnerships, blended and single-parent families, and parenting practices.

- Professor Kristi Hoffman

INQ 110 R: Gender and Leadership

Do men and women lead differently? Do people have different reactions to male and female leaders? Which company policies and organizational cultures help or hinder men and women leaders? Why do family responsibilities to children and elders hold both men and women back from upper management? In this course, we will study gender issues in leadership using an interdisciplinary approach, by integrating research from psychology, sociology, economics, management, and related fields.

- Professor Julie Lyon

INQ 110 S & T: The Scientific Pursuit of Happiness

From the perspective of psychological science this course examines the nature of happiness and explores strategies that have been proposed for the pursuit of happiness. Critical inquiry will be made into several questions, including the following: What is happiness?

How happy are people in general? Who is happy, and why? Is it possible to become happier? What happiness strategies or skills are supported by scientific research and which are not? Students will examine and evaluate the contemporary scientific research on happiness and its correlates, and will evaluate strategies purported to increase happiness. Students will also be asked to apply their knowledge of skills derived from happiness research in some dimensions of their everyday lives, and to appraise the outcomes of applying these specific happiness strategies.

- Professor Edward Whitson

INQ 110 U: You and the Law

This course introduces students to basic legal concepts and processes. The purpose is to provide the student with a basic knowledge of the structure of the United States and Virginia legal systems. It will examine the impact of the law on the judicial, executive, and legislative branches of government. We will also examine the actors in the system, i.e., attorneys and others. Basic types of law will be scrutinized. We shall also examine litigation and alternative dispute resolution.

- Professor Morgan Scott

INQ 110 V: Forensic Science: The Science Behind CSI

How is science applied to the investigation of crime? Modern forensic science uses the latest technologies combined with tried-and-true procedures to gather, preserve, and evaluate evidence of criminal activities. These investigative procedures and the science behind these technologies will serve as the central content for our course.

- Professor Gary Hollis

INQ 110 W: People and the Planet

How have we changed the Earth and our environment? How has the environment influenced us? In this course, we will explore both directions of impact: humans on the environment and the environment on humans. Global warming will be considered in detail, but we will also explore the interactions between humans and their environment more generally, drawing examples from long ago and today. Students will learn some basic science related to environmental issues and also examine the economic, political, social, and ethical considerations involved.

- Professor Gail Steehler

INQ 100 X: Technology and You!

How does modern technology affect your life? We often think of modern technology as advancing humanity, or as freeing us for exciting new opportunities. But does it? We will explore the impacts of modern technology in daily life, in relationships, and in society. Our focus will be on the last 50 years of history and the future. Our specific topics will include television, cell phones, the internet, and medical technology.

- Professor Jack Steehler

INQ 110 Y: Faith and Reason

Is faith a leap in the dark, a commitment unsupported by any rational considerations? Can a person who is committed to rational inquiry also have faith? For some people, the theory of evolution poses a challenge to faith, but does it have to be that way? These are the kinds of questions that we will consider in this course. Along the way we will explore what it means to have faith, and examine both criticisms and defenses of religious belief. We will do some work examining arguments, including the fundamentals of logic on which they are based and their use in fields as diverse as religion, literature, and science.

- Professor Hans Zorn

INQ 110 Z: Strange Tales from the Bible

After an introduction to a scholarly understanding of the origin and interpretation of the Bible, we will address the following questions: Why have some tales from the Bible been deemed strange, sparking the interest and imagination of believers and non-believers of various time periods? How have these readers responded to these stories? What significance have they attached to them? This course will center on stories from the primeval stories of Genesis 1-11 (Adam & Eve, the Flood, Curse of Ham/Canaan, the Tower of Babel), the Akedah, the Witch of Endor, and Jephthah's daughter, and Paul's vision of the Man of Macedonia.

- Professor Jennifer Berenson

Part III: Topic Selections for INQ 240

INQ 240G – A & B: Statistical Reasoning for Social Justice

Perspective: Global

What is racism? What is ethnic diversity? Can these concepts, and others like them, be measured quantitatively? If so, how do we determine if there is a

significant difference between the behavior of one group when compared to another? What does it mean for a difference to be “significant”? We will learn the methodologies of modern statistics and use them to address these questions. Each student will have the opportunity to select and analyze a potential social justice issue from on campus or in the surrounding community.

- Professor Jeffrey Spielman

INQ 240N – A & B: Statistics and Botany

Perspective: Natural World

This course provides an inquiry-focused introduction to statistical methodologies. Questions and applications will be drawn from a natural world perspective. Students will gain an understanding of how decision making is accomplished using modern statistical techniques. Topics include descriptive statistics, graphical methods, estimation, elementary probability, and statistical inferences; students will apply the techniques of data analysis to data sets and statistical studies that address the question of the natural world.

- Professor Adam Childers

INQ 240N - C: Statistics and the Weather

Perspective: Natural World

How accurate are weather forecasts? What current or past weather phenomena best predict current weather? What do the numbers in news articles and reports about Hurricane Katrina or storm chasers really mean? We will learn the methodologies of modern statistics and use them to address these questions. By recording data about forecasts and observations of your hometown, we will statistically critique your weather forecaster. We will also create weather forecasts for the Roanoke area using past history to obtain both best guess estimates for weather, as well as determining the best predictor variables for tomorrow’s weather. A large focus will be understanding and interpreting what statistics can and cannot tell us.

- Professor David Taylor

INQ 240N – D, F, G& I: Here’s to Your Health!

Perspective: Natural World

Newspapers, magazines, television, and websites frequently announce the latest health findings regarding nutrition, lifestyle, diseases, disorders, syndromes, treatments, medications, exercise, weight control ... the list goes on and on. We do not lack for health information, but is the information presented to us good information? When reports are contradictory, it is clearly the case that some of the claims are simply not true. What can we reasonably believe? We will learn the methodologies of modern statistics to address these

questions. In the face of uncertainty, we must employ statistical reasoning rather than be tempted by sensational anecdotal evidence. Care must be taken to construct studies that produce enough meaningful data from which results can be trusted.

- Professor Jan Minton (Section D)
- Professor Claire Staniunas (Sections F,G)
- Professor Kathy Bauman (Section I)

INQ 240W - A: Does Gun Control Save Lives?

Perspective: Western

Does gun control save lives? Such a politically charged question can be approached from many directions. In this course students will learn the methodologies of modern statistics and use them to address the issue of measuring the effectiveness of gun control. Special attention will be given to the importance of being able to set aside politics, emotions, and preconceived notions in order to analyze a difficult question from a statistical point of view.

- Professor Chris Lee

Part IV: Topic Selections for INQ 250

INQ 250N - A: Chemistry, the Environment, and Society

Perspective: Natural World

We only have one earth and we have a responsibility to protect it. The ecosystem of our planet is threatened by environmental issues such as global warming, air and water quality, acid rain, depletion of our energy reserves, and the thinning of the ozone layer. How humans contribute to many of these problems is well understood. So why not just halt the activities that damage our planet? Neither the environment nor our society is that simple. This course presents an introduction to important environmental topics from a chemical perspective. Fundamental chemical concepts will be used to explain causes and possible solutions to the major threats that result from man’s activities. The risks to the earth and the costs of protecting it will also be investigated from the perspective of the individual and society as a whole.

- Professor Tim Johann (lecture)
- Professor Pamela Turpin (lab)

INQ 250N - B: Chemistry and Crime

Perspective: Natural World

How can chemistry contribute to the investigation of crime? The evening news, the primetime TV lineup, and the local bookstore are all filled with examples of the work of forensic scientists. This course will emphasize

fundamental chemical principles that allow us to understand the techniques used to analyze evidence from a crime scene. From bloodstains to drug identification to DNA fingerprinting, commonly employed techniques of the forensic scientist will be studied. In the laboratory, students will perform some of these same analyses used by professional criminologists to solve simulated crimes. Students will also use general chemistry principles to design their own analysis methods.

- Professor Gary Hollis (lecture)
- Professor Pamela Turpin (lab)

INQ 250N - C: Astronomy Controversies of the Modern Era

Perspective: Natural World

What creates and propagates controversy within the Sciences? How do the scientific processes of observation, measurement, and theorizing help to create and resolve controversy? Is it healthy to maintain controversy regarding theories and models in the Sciences; i.e., do the Sciences thrive on controversy? How is controversy received and interpreted by the larger society and culture? By examining four well known controversies within the astronomical sciences, students will explore both the quantitative arguments and the historical contexts in answering the above questions. Since physics is the proper background for astronomical studies, the course will also focus on the physical concepts and processes associated with astronomical objects. Students will also take measurements, observe astronomical objects with telescopes, and interpret graphically presented data through a required weekly night lab.

- Professor Matthew Fleenor

INQ 250N - D: The Way Things Work: Sky Diving and Deep Sea Diving

Perspective: Natural World

The focus of this scientific reasoning course is to understand the way things work in our natural world. To that effect, fundamental questions that will be addressed are the following: "Why study motion? What factors contribute to the motion of an object? And how do these contributing factors produce the observed motion of a sky diver and a deep sea diver?" The basic laws of physics applicable to sky diving and deep sea diving will be understood through a suite of laboratory experiments that are exploratory in nature. In this course, the focus will be on the process of science as it is motivated through measurements and inquiry. Cooperative learning groups, computer-assisted activities, and exploratory worksheets will facilitate the conceptual understanding process. Two group projects

will provide opportunities for further scientific investigations into each of these topics.

- Professor Bonnie Price

INQ 250N - F: How Do Living Organisms Evolve? Perspective: Natural World

This course will focus on the central question "How do living organisms evolve?" and how science works to answer this question. Components of evolutionary theory from the molecular to the ecosystem level will be examined by comparing predictions of evolutionary theory to empirical findings and the implication on our understanding of life. The lab component of this course will focus on role of water in life, and the interaction of water and humans.

- Professor Steven Powers

INQ 250N - G: Just One Billion Microbes Per Gram? Perspective: Natural World

Perspective: Natural World

An introduction to the principles and processes of the science of microbial ecology and agriculture, the course is designed to provide students with a focus on the fundamental properties of soil, leading to a better understanding of the critical importance of soil conservation. The course offers a focused approach on how the science of discovery assists scientists' understanding of life through hands-on laboratory activities. Topics include organismal diversity, use of energy, genetics, disease, and social chemistry, structure, and ecology. Application to current events surrounding agriculture and soil science will also be discussed.

- Professor J. Brooks Crozier (lecture)
- Professor Steven Powers (lab)

Part V: Topic Selections for INQ 260

INQ 260PSW-A: Political Participation and Representation

Perspective: Western

The tenets of the U.S. form of democracy are built on political participation and representation, yet few citizens vote regularly and fewer still run for elected office. Is democracy dependent on the participation of all citizens or can democratic institutions survive with the participation of only a few? Students will use the methodologies of political science to explore the relationship between democracy, participation, and representation in the context of U.S. political institutions.

- Professor Heath Brown

INQ 260PYG-A: Love, Lust, Limerence, and Love-Sickness: The Cross-cultural Study of the Etiology and Course of Romantic, Pair-bonded, and Marital Relationships

Perspective: Global

“Love makes the world go ‘round” as lyricists proclaim. With the development of fMRI brain scans, cognitive neuroscientists now have a window into minds as persons enter an altered state of consciousness called “limerence” or “being-in-love.” Love is now a scientifically describable phenomenon. Cross-culturally, romantic love is questioned as a valid basis for socially sanctioned marriage. Examined will be the biological and psychosocial variables of proceptivity that determine the definition of beauty, flirtation, attraction, falling-in-love, and pair-bond establishment. Are these factors universally human or culturally and socially specific? Examined will be at least six species of love and various psychological theories on love. How can pair-bonds and marriages endure? Need marriage always be monogamous or can it be successful in alternate forms as is seen in other cultures? What is jealousy and is it helpful or destructive to relationships?

- Professor Galdino Pranzarone

INQ 260PYW-A: Social Cognition

Perspective: Western

Humans are primarily social animals and the human brain evolved in the context of a social environment. Social cognition is an area of psychology that focuses on how our thoughts, attitudes, and emotions are affected by an individual’s social context. In this course, students will read original works of scientific research in order to better understand social cognition and, in turn, to learn how to think like a social cognitive researcher. In addition to reading research reports, students will complete several lab exercises that will help teach research skills and scientific writing in the form of lab reports and several short papers. Also, students will complete an oral presentation and participate in a week-long simulated society game.

- Professor Chris Buchholz

INQ 260SOW-A: Elite Deviance: Crime in the Suites

Perspective: Western

This course examines elite deviance, which refers to the criminal and deviant behaviors of those with power, privilege, and wealth in society including both individuals and organizations within the corporate, governmental, and political realms. Students analyze case studies,

examine theoretical perspectives, and research the social costs of elite deviance. Questions addressed in this course include: What is the nature of elite deviance and its consequences for society? What social arrangements contribute to this social problem? How does the unequal distribution of wealth and power in society allow elite deviance?

- Professor Diane Brogan

Part VI: Competency, Advanced Placement, International Baccalaureate, and Credit

The information that follows applies to students entering fall, 2009, under the new Intellectual Inquiry Curriculum. Transfer students should consult the 2007-2009 academic catalog for their requirements.

Competency or credit earned for disciplinary courses through dual enrollment, AP, CLEP, or IB may be used to satisfy some requirements of the Intellectual Inquiry Core (INQ) Curriculum. A student may substitute one disciplinary course outside the INQ curriculum for an INQ requirement in the division of that discipline. A student with specific math or computational needs may substitute a Math or Computer Science course for INQ 240 or 241.

Roanoke College grants placement and unit credit on the basis of the Advanced Placement (AP) Tests, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) Higher Level Examinations. Generally, on the Advanced Placement Test the candidate who scores 3 will be granted competency. Unit credit will be granted if a candidate scores a 4 or 5. For the International Baccalaureate Higher Level Examinations, the candidate who scores a 4 will be granted competency, and unit credit will be granted if a candidate scores 5, 6, or 7. Students scoring a “C-” or equivalent on the College Level Examination Program test will receive unit credit. However, no student may accrue more than 8 units of credit through Advanced Placement tests, College Level Examination Program tests, International Baccalaureate Higher Level Examinations, and/or Credit by Examination. Specific information can be obtained from the Registrar.

BIOLOGY

Competency may be attained in Biology 101 (Life on Planet Earth) by satisfying either of the following requirements:

- (1) a score of 3 on the Advanced Placement Test;
- (2) a score of 630 on the SAT Subject Test in Biology and no secondary school grade lower than a “B” or its equivalent in a biology course.

CHEMISTRY

Competency may be attained in Chemistry 101 (The Chemical Science) by satisfying either of the following requirements:

- (1) a score of 3 on the Advanced Placement Test;
- (2) a score of 630 on the SAT Subject Test in Chemistry and no secondary school grade lower than a “B” or its equivalent in a chemistry course.

For competency in Chemistry 111-112 (General Chemistry), a student must score in the 50th percentile or better on the American Chemical Society (ACS) cooperative tests in General Chemistry, Brief Qualitative Analysis, and Quantitative Analysis. For competency in all advanced courses, a student must score in the 50th percentile or better on the appropriate ACS cooperative test.

ENGLISH

Elective credit in English may be granted upon achievement of a score of 4 or 5 on the Advanced Placement Examination in Language and Composition or in Composition and Literature.

FOREIGN LANGUAGES

Competency in a foreign language will be awarded on the basis of the foreign language competency test during orientation or performance on the following standardized tests.

Students who earn a score of 3 on the Advanced Placement Test in Spanish, French, Latin, German, Italian, Greek, or Russian will receive competency through the 201 level of the language.

Students who earn a score of 4 or 5 on the Advanced Placement Test in any of the above languages receive credit for the 201 level of the language.

Students who earn a minimum score on the SAT Subject Test of at least 590 for French, 580 for Latin, and 570 for other languages receive competency for the 201 level of the language.

HEALTH and HUMAN PERFORMANCE

Competency will be granted in one team sport or one individual sport through a full season of varsity intercollegiate participation.

HISTORY

Competency may be attained in United States History and/or Western Civilization by satisfying either of the following:

- (1) a score of 3 on the Advanced Placement Test;
- (2) a score of 590 on the SAT Subject Test and no secondary-school grade lower than a “B” or its equivalent in American or World Civilization courses.

MATHEMATICS

Competency in Mathematics 121 (Introductory Calculus I) may be obtained with a score of 3 on the Advanced Placement Calculus AB Test. Competency may be attained in Mathematics 121 (Introductory Calculus I) and Mathematics 122 (Introductory Calculus II) with a score of 3 on the Advanced Placement Calculus BC Test. Credit for Mathematics 121 will be granted to a candidate with a score of 4 or 5 on the Calculus AB test of the College Entrance Examination Board. Credit for Mathematics 121 and Mathematics 122 will be granted to a candidate with a score of 4 or 5 on the Advanced Placement Calculus BC Test. Competency for all other mathematics courses will be determined on an individual basis by considering secondary school grades, standardized test scores, and Roanoke College test scores.

MUSIC

Competency may be attained in Music 150 (Fundamentals of Music) with a minimum of two years of high school music theory with a grade of “B” or better.

PHYSICS

Competency may be attained in Physics 101 (Concepts) by satisfying either of the following requirements:

- (1) a score of 3 on the Advanced Placement Test;
- (2) a score of 650 on the SAT Subject Test in Physics.

Competency in advanced physics courses may be determined on an individual basis by the completion of an examination administered by the department.

POLITICAL SCIENCE

Competency may be attained in American National Government (POLI 101) by satisfying either of the following requirements:

- (1) a score of 3 on the Advanced Placement Test;
- (2) a grade of "A" in a secondary-school advanced placement American Government and/or Comparative Government course.

Credit for American National Government (POLI 101) may be granted if the candidate scores 4 or 5 on the Advanced Placement Exam.

Transfer Credit

Credit for academic work completed elsewhere will be accepted by official transcripts from regionally accredited colleges and universities if the courses are appropriate to the academic curriculum of Roanoke College. At least 17 of the total units required to graduate from Roanoke College (excluding physical education activity courses and co-curricular learning and service) must be earned at Roanoke College. At least one-half of the minimum number of units required for a major must be completed at Roanoke College. After a student has registered with Roanoke College, degree credit will be granted only for elective courses and, in exceptional cases, up to a total of two units in the student's major or minor or concentration taken at another institution. Approval for courses taken in the major, minor, or concentration must be obtained in advance from the departmental chairperson and the Registrar. Approval will not be granted for courses previously failed at Roanoke College. Credit will be granted for work in which a grade of "C-" or higher has been earned; transfer grades will neither appear on the Roanoke College transcript nor be used in calculation of

the cumulative or major grade point average. Exceptions to these policies may be made in extenuating circumstances as approved by the Panel on Admissions, Re-Admissions and Appeals.

Through long-standing, consortial agreements with Hollins University and Wagner College, Roanoke College will grant academic credit for courses appropriate to a Roanoke College program, including grades and quality points, to those regular students who, with the approval of the appropriate advisor or departmental chairperson and the Office of the Registrar, enroll in a course at either institution, assuming that the courses concerned are not currently available to the student through Roanoke College.

There are additional conditions and limitations on transfer credit for persons seeking a second degree. Degree credit will not be granted to a student for courses taken at any institution when the student is in a status of suspension or expulsion from Roanoke College or any other college or university.

Part V: The Intellectual Inquiry Curriculum

The Intellectual Inquiry Curriculum is built around the critical exploration of questions that are important to us as individuals, citizens, and members of a global community. By engaging students in rigorous inquiry and developing abilities in communication and critical thinking across the curriculum, it furthers the college's mission of developing the skills students need to live as informed, resourceful, and responsible citizens. Combined with students' majors, it gives students the resources for building an integrated body of knowledge concerning themselves and their world.

The Intellectual Inquiry Curriculum requires the completion of between 11 ½ and 14 ½ units. In addition to completing the requirements of the Intellectual Inquiry Curriculum, students must declare an academic major prior to graduation. The actual number of elective and required courses that students complete will vary according to their course(s) of study and number of competencies granted. But generally 33.50 units must be completed in order to graduate from Roanoke College. (Some varsity athletes may be required to complete only 33.25 units.) While a number of secondary courses are optional (double majors, minors, concentrations, teacher certification), all degree-seeking students MUST pursue the Intellectual Inquiry or Honors curriculum requirements and a major.

A complete description of the Intellectual Inquiry Curriculum requirements can be found in the Roanoke College [Academic Catalog](#). Some of these cannot be taken by first-year students or must be taken in the May Intensive Learning session. Here we will focus only on those requirements you need to consider now.

First-Year Seminars

The Intellectual Inquiry core courses (INQ courses) begins with a first-year seminar that introduces students to the fundamentals of liberal arts education. The first of these courses, INQ 110, introduces students to critical thinking in higher education, taking as its starting point a focused topic in a scholarly field. Careful reading of important intellectual works and inquiry-based writing assignments are featured.

The Intellectual Inquiry Perspectives Courses

Students also take a series of courses that calls upon them to inquire into questions about Western civilization, global perspectives, and the natural world using the knowledge and methods of different ways of knowing: the Humanities and Fine Arts, the Social Sciences, and Mathematics and the Natural Sciences. Each course explores a question from one of the following three content perspectives.

1. Western Perspectives

Courses that address questions from this perspective explore the natural and cultural aspects of the Western world, now and in the past. For example, questions may include the following: How have our ways of life been shaped by events, cultures, and institutions from other times and places, including the civilizations of Europe and the ancient Mediterranean and Middle Eastern worlds? What characterizes "the American experiment"?

2. Global Perspectives

Courses that address questions from this perspective seek to make connections in the global context in which we live. For example, questions may include: What can we learn about and from the natural and cultural forces that shape societies beyond our familiar world? What do we need to know about the interaction of societies in the world community? What do we need to know about the role and impact of the United States internationally, as seen from other perspectives?

3. The Natural World

Courses that address questions from this perspective examine the world of nature and our place in it. For example, questions may include: What laws govern natural phenomena, and how do

we discover them? How do human beings fit into the world of nature? How does the natural world enrich human life, and what impact does human activity have on nature?

There are seven different Intellectual Inquiry (INQ) Perspectives courses. Three of these, described below, will be offered in the fall, 2009, semester.

Natural Sciences and Mathematics Division

INQ 240 Statistical Reasoning

Provides an inquiry-focused introduction to statistical methodologies. Questions and applications will be drawn from one of *Western Perspectives*, *Global Perspectives*, or the *Natural World*. Students will gain an understanding of how decision making is accomplished using modern statistical techniques. Topics include descriptive statistics, graphical methods, estimation, elementary probability, and statistical inference; students will apply the techniques of data analysis to data sets and statistical studies that address questions of the perspective.

Lecture: 3 hrs/wk.

INQ 250 Scientific Reasoning I (Natural Science with Lab)

Introduces the methodologies of the natural sciences through an inquiry-focused approach to a topic drawn from one of *Western Perspectives*, *Global Perspectives*, or the *Natural World*. Students will explore the types of questions that science asks and how it attempts to answer them by defining and classifying information, developing models, identifying patterns, and drawing conclusions based upon data.

Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.

Social Sciences Division

INQ 260 Social Scientific Reasoning

Introduces the methodologies of the social sciences through an inquiry-focused approach to a topic drawn from one of *Western Perspectives*, *Global Perspectives*, or the *Natural World*. The course seeks to develop students' critical thinking skills through the exploration and application of social scientific methods.

Lecture: 3 hrs/wk.

Foreign Language

Students are required to complete the study of a foreign language through the first semester of the intermediate level (through the 201-level). For most students who continue a language studied in high school, this will require one or two units at Roanoke College; for

students electing to take a new language this will require three units.

Students who studied French, German, Italian, Latin, or Spanish in high school must take a placement tool online in that language prior to registration, unless they meet one of the following exceptions:

- have three semesters of college transfer credit with grades of C- or higher in the same foreign language;
- speak a native language other than English;
- studied a foreign language other than French, German, Italian, Latin, or Spanish;
- did not study a foreign language in high school;
- are a non-degree seeking student.

Students who did not study a foreign language in high school, or who would like to study a new foreign language in college, should consider one of our lesser-taught languages: Arabic, Chinese, Japanese, or Russian. These languages are strategic in today's world and may offer greater employment opportunities in government and business.

For a detailed discussion of foreign language competency requirements, see page 17 of this handbook.

Health and Human Performance

All Roanoke College students will be required to take Health and Human Performance 160: Fitness for Life (one-quarter unit) to fulfill graduation requirements. In addition, all students will take a course (one quarter unit) in a lifetime sport or activity which is different from the activity taken in Health and Human Performance 160. (All varsity athletes will take Health and Human Performance 160: Fitness for Life, but may receive a Health and Human Performance activity competency for satisfactorily completing one season of a varsity sport). Health and Human Performance 160 cannot be repeated for credit and is a prerequisite for all other HHP activity courses. Once the physical education requirement for graduation has been met, a student may not complete additional Health and Human Performance activity courses for credit.

Guide to choosing a Mathematics course

The following are general guidelines for choosing a mathematics course based on your preparation in high school. Use these guidelines in conjunction with the requirements of your anticipated major.

INQ 240: This course is appropriate for students in any major except mathematics and computer science (those majors take a calculus-based statistics course later). It is required for business majors, economics majors, biology majors, and some social science majors.

MATH 111: This course is designed primarily for business and economics majors though it is open to others. The course requires strong high school algebra skills. Good performance in Algebra II or a higher level math course is recommended.

MATH 121: This is the first calculus course for students who wish to major in mathematics, computer science, or one of the physical sciences. A very strong high school mathematics background in algebra is required. At least one course beyond Algebra II (such as pre-calculus) is highly recommended. High school calculus is **not** required.

MATH 122: The section of Math 122 offered in the fall semester is for students with a strong high school background in calculus. In particular, a student who did well in a Calculus AB Advanced Placement course should start with this course. The course will provide an overview of the material in a typical high school calculus course, adding the depth typical of a college calculus course, before covering the topics in Math 122 that are not usually in high school calculus.

You may find the chart on page 21 helpful in monitoring your progress through the Intellectual Inquiry curriculum

Intellectual Inquiry Curriculum Check Sheet

First Year (2 units)

INQ 110: Intellectual Inquiry

Grade Received _____

INQ 120: Living an Examined Life

Grade Received _____

Perspectives Courses (5 – 7 units*)

- Students must take two courses in the Social Sciences from different disciplines (INQ 260), two in the Humanities and Fine Arts (INQ 270, 271), and three in the Natural Sciences and Mathematics (INQ 240, 250, 241 OR 251) but may substitute one disciplinary course outside INQ for an INQ course in the division of that discipline.
- In addition, students who need specific mathematical or computational skills may substitute a mathematics or computer science course for INQ 240 or INQ 241.
- Students must take at least one course from each Perspective (Western, Global, Natural World).

		Content Perspectives			Disciplinary Course Alternative (at most 2)	Grade Received
		Western	Global	Natural World		
Natural Sciences & Mathematics Division	INQ 240 <i>Statistical Reasoning</i>					
	INQ 250 <i>Scientific Reasoning I</i> (Lab Science)					
	INQ 241 <i>Mathematical Reasoning</i> OR INQ 251 <i>Scientific Reasoning II</i> (Non-lab Science)					
Social Sciences Division	INQ 260 <i>Social Scientific Reasoning</i> (1 st discipline)					
	INQ 260 <i>Social Scientific Reasoning</i> (2 nd discipline)					
Humanities & Fine Arts Division	INQ 270 <i>Human Heritage I</i>					
	INQ 271 <i>Human Heritage II</i>					

THE CAPSTONE (1 unit)

INQ 300 Contemporary Issues

Grade Received _____

INTENSIVE LEARNING (1 unit)

INQ 177/277/377/477

Grade Received _____

FOREIGN LANGUAGE (Through 201)

101 (if needed)

Grade Received _____

102 or 150 (if needed)

Grade Received _____

201 (if needed)

Grade Received _____

HEALTH and HUMAN PERFORMANCE (0.5 units)

HHP 160 Fitness for Life

Grade Received _____

HHP Activity Course

Grade Received _____

Summary Checklist: The student has completed:

- _____ at least seven courses to meet the Perspectives requirement including at least five INQ courses
- _____ at least one course from each Perspective
- _____ the required courses and has a 2.0 cumulative average in all INQ courses

PRE-REGISTRATION COURSE SELECTION SHEET

Course #1: INQ 110 or Honors 105.

Choice #1 _____

Choice #2 _____

Choice #3 _____

Choice #4 _____

Choice #5 _____

Course #2: Choice #1 _____

Choice #2 _____

Course #3: Choice #1 _____

Choice #2 _____

Course #4: Choice #1 _____

Choice #2 _____

Special circumstances:

Course #5: Choice #1 _____

Choice #2 _____

Special circumstances:

Course #6: Choice #1 _____

Choice #2 _____